AUTHOR STUDY: April 2nd -27th

**Vera B. Williams**

**Tommie DePaula**

**Cynthia Rylant**

Ezra Jack Keys

David Shannon

Faith Ringold

Roald Dohl

Patricia Polacco

Mem Fox

Judith Viorst

Charlotte Zolotow

Barbara Parks

**Unit Focus**

WRITING:

* SMALL MOMENT
  + Stretching a small moment
  + Adding details
* Come back lines
* Repetitive Lines

READING

* How authors use pictures and words
* Characters
* Text Connections
* Literature Responses

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| Vera B. Williams  \*Focus on Comeback lines, repetitive text, and small moments  \*Can also look at how Vera uses pictures in her books throughout the week. | 2  PRE ASSESSMENTS  Reading: A Chair For My Mother  Biography of Vera B. Williams  Writing: Prompt  L1 Students will write a story about a small moment from your life. Including characters, details, setting, and BME. | 3  Reading: Students make Text to Self Connections using A Chair for My Mother  L11-12  Writing: L2-L3  Students will discover and stretch small moments. | 4  Reading: Something Special For Me Response Text to Text L13  Writing: Read More, More, More and introduce comeback lines. L6-L7 Students add comeback lines to their writing. | 5  Reading: Students make Text to World L14  Writing: Students will add details to their small moments. Session 10-11 of Lucy.  Read aloud: Lucky Song | 6  Reading: Response Music, Music For Everyone  Writing: Students will add details to their small moments. Session 10-11 of Lucy |
| Tommie DePaola  \*Focus on Text Connections, characters, and small moments | 9  Reading: The Art Lesson Students discuss how Tomie wrote about self and learn about Tomie dePaola (biography).  Writing: Students try to emulate Tomie by writing about themselves. | 10  Reading: Nana Upstairs Nana Downstairs, students make text to self or text connections.  Writing: Students look at text structure (BME) when writing about a memory. | 11  Reading: Students complete a written response to Nana Up/Down. (formal)  Writing: Students continue to write small moments and add details. | 12  Reading: Read Struga Nona book and discuss characters.  Writing: Students will try to add details about their character to make them come alive. | 13  Reading: Read Struga Nona book and discuss characters.  Writing: Students will try to add details about their character to make them come alive. |
| Cynthia Rylant  Focus on Characters and small moments  \*Try to read aloud: Poppleton, Cat heaven, Dog Heaven, or others  Reading L10 | 16  Reading: Biography of Cynthia Rylant  The Cookie-Store Cat: Students discuss characters react to cat or the Relatives Came: small moment/characters  Writing: Students try to emulate elements from read aloud, specifically characters. | 17  Field Trip | 18  Reading: The Cookie-Store Cat: Students discuss characters or the Relatives Came: small moment/characters  Writing: Students try to emulate elements from read aloud, specifically characters. | 19  Reading: the Wonderful Happens: different style of writing (almost like poetry) or An Angel for Solomon Singer looking at characters  Writing: Students continue to emulate authors and practice what they have learned. Also, discuss trying a new style like Rylant. | 20  Reading: the Wonderful Happens: different style of writing (almost like poetry) or An Angel for Solomon Singer looking at characters  Response: An Angel for Solomon (formal)  Writing: Students continue to emulate authors and practice what they have learned. Also, discuss trying a new style like Rylant. |
| Choice Author  \*Various baskets of books by various authors  L12-14 | 23  Reading: Read aloud John Phillip Duck and make connection (Arkansas)  Writing: Model writing small moment from Arkansas. | 24  Reading: Read aloud David Shannon book looking at characters and small moment.  Writing: Shared writing emulating Shannon. | 25  Reading: Read aloud Whistle for Willy, continue discussing character and small moment.  Writing: Continue working on and adding to small moment. | 26  Reading: Read aloud Tar Beach, discuss using imagination for a small moment. Complete reading response.  Writing: Model writing a small moment using imagination. | 27  POST ASSESSMENT and CELEBRATION  Reading Response: The Relatives Came |

READING ASSESSMENT: Students respond to a text, they should either share an opinion and site why in the book or share a connection and site an event from the book.

WRITING ASSESSMENT: Think about authors you like and how they write. Use some of the author’s techniques to write a small moment.